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ABSTRACT

This instructor's guide for a modular sequence in English as a second language is itself in modular format. It presents the rationale for, and the objectives and organization of, the sequence modules as well as management guidelines for the instructor, including checklist forms for each module in sequence. The objective of the entire sequence is to provide teachers with a theoretical background and with practical training in the methodology of teaching English as a second language, which can be adapted to meet the needs, interests, and capabilities of the linguistically different student. (HMD)

ED 095128

TEACHER CORPS BILINGUAL PROJECT
UNIVERSITY OF HARTFORD
WEST HARTFORD, CONNECTICUT
DR. PERRY A. ZIRKEL, DIRECTOR

MODULAR SEQUENCE:
ENGLISH AS A SECOND LANGUAGE
METHODS AND TECHNIQUES

INSTRUCTOR'S GUIDE

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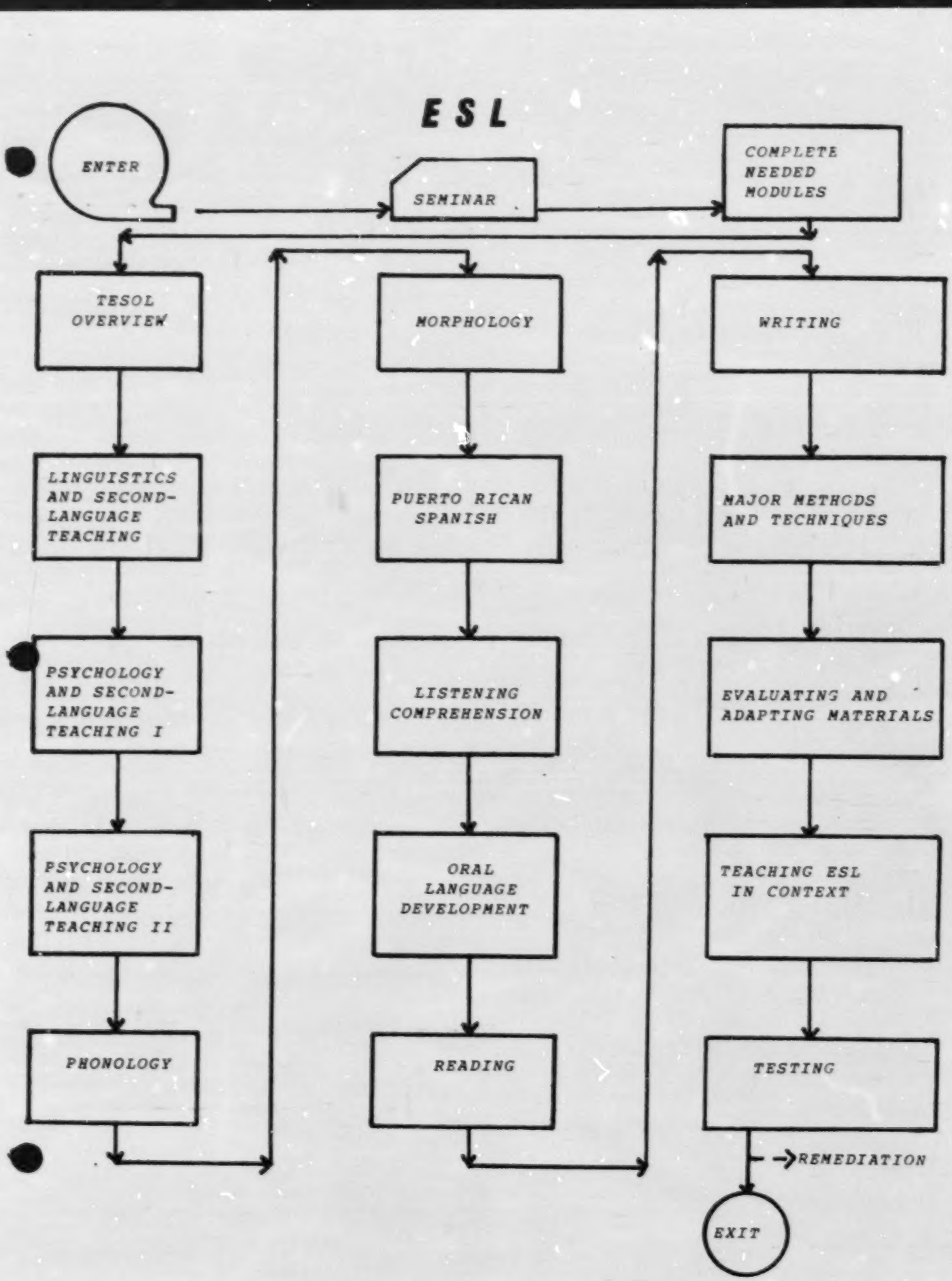
ESL
ENTER
SEMINAR
COMPLETE NEEDED MODULES
TESOL OVERVIEW
LINGUISTICS AND SECOND-LANGUAGE TEACHING
PSYCHOLOGY AND SECOND-LANGUAGE TEACHING I
PSYCHOLOGY AND SECOND-LANGUAGE TEACHING II
PHONOLOGY
MORPHOLOGY
PUERTO RICAN SPANISH
LISTENING COMPREHENSION
ORAL LANGUAGE DEVELOPMENT
READING
WRITING
MAJOR METHODS AND TECHNIQUES
EVALUATING AND ADAPTING MATERIALS
TEACHING ESL IN CONTEXT
TESTING
REMEDIATION
EXIT

ACKNOWLEDGEMENTS

This modular sequence reflects the combined concerns of the Corpsmembers, Staff, and Cooperating Teachers of Teacher Corps Cycle VII Bilingual Project of the University of Hartford/Hartford Public Schools. Their cooperation in the development and field-testing of the sequence is greatly appreciated. A special thank you goes to Christine Y. Valenti of the Teacher Corps Staff. Without her patient dedication, the compilation and revision of the sequence would not have been possible.

MODULAR SEQUENCE: ENGLISH AS A SECOND LANGUAGE
METHODS AND TECHNIQUES

I. RATIONALE: In recent years an effort has been made to develop viable educational programs for teachers that focus on individual needs and specified competencies to be attained. This trend grew out of a need for evaluating and improving teaching skills, rather than judging a teacher's competence solely in terms of accumulated credits, courses, grades and degrees.

II. OBJECTIVE: The comprehensive objective of this modular sequence is to provide teachers with a theoretical background and practical training in ESL methodology, which can, in turn, be adapted to meet the needs, interests and capabilities of linguistically-different students.

III. PREREQUISITES: None

IV. ORGANIZATION: The sequence is divided into the following major areas of consideration:

1. TESOL Overview
2. Linguistics and Second-Language Teaching
3. Psychology and Second-Language Teaching: Behaviorist & Cognitive Approaches
4. Psychology and Second-Language Teaching: Determining Factors of Success
5. Teaching English Sounds to Spanish Speakers
6. Morphology: Teaching English Structures to Spanish Speakers
7. Puerto Rican Spanish
8. Listening Comprehension
9. Oral Language Development
10. Reading
11. Writing
12. Major Methods and Techniques
13. Evaluating and Adapting Materials
14. Teaching ESL in Context
15. Testing

V. PROCEDURE: The participant will be able to arrive at a practical understanding of the major concepts of ESL methodology through specified readings, options to develop his/her own instructional activities, practical clinical applications, audio-visual materials, interaction with resource people and peers, and consultation of cross-reference materials.

VI. ASSESSMENT: Competency will be assessed through successful completion of the learning activities and post-assessments of each module.

VII. MANAGEMENT:

1. Instructor's Procedure: It is recommended that the Instructor schedule an initial seminar to explain the overall format for proceeding through the modular sequence. While the sequence is designed to be completed in a fifteen-week period equivalent to a traditional semester, the length of time each module requires for completion varies according to the learner's needs.

2. Activities: Although some learning activities satisfy the requirements of more than one objective, the checklists contain specific resources for enumerated objectives and corresponding items on each Post-Assessment.

3. Resources: The copies of recommended readings are included in each module for demonstration purposes only; they are not to be reproduced without permission from authors and/or publishers. It is suggested that sufficient copies of all recommended resource materials be purchased prior to students' beginning the sequence.

4. Remediation: Activities for remediation should be agreed upon by the Instructor and student in concert. While the Instructor may wish to suggest alternatives not included in the sequence, learning activities not originally selected by the student may be used for remediation.

TTP 001.01 (UHAR)

MODULE CHECKLIST

NAME	DATE	INSTRUCTOR'S OK
Pre-Assessment	_____	_____
Learning Alternatives:		
Objective A (Post-Assessment IIA, IIB)		
IA, IB, IC, ID, IIA, IIB	_____	_____
Objective B (Post-Assessment IA-IF)		
IA, IB, IC, ID, IIA, IIB, IIC	_____	_____
Objective C (Post-Assessment IIC)		
IE	_____	_____
All Objectives		
IID, IIE		
Post-Assessment	_____	_____

REMEDIATION: State below your remediation tasks as decided in concert with your instructor

_____ _____

MODULE CHECKLIST

NAME	DATE	INSTRUCTOR'S OK
Pre-Assessment	_____	_____
Learning Alternatives:		
Objective A (Post-Assessment I)		
IA, IIA	_____	_____
Objective B (Post-Assessment II)		
IA, IIA, IIG	_____	_____
Objective C (Post-Assessment IV)		
IC, ID, IIB, IIC, IID	_____	_____
Objective D (Post-Assessment III)		
IB, IIE, IIF	_____	_____
Objective E (Post-Assessment V)		
IE, IF, IIG	_____	_____
All Objectives		
IIH, II-I	_____	_____
Post Assessment	_____	_____

REMEDIATION: State below your remediation tasks as decided in concert with your instructor.

_____ _____

TTP 001.03 (UHAR)

MODULE CHECKLIST

NAME	DATE	INSTRUCTOR'S OK
Pre-Assessment	_____	_____
Learning Alternatives:		
Objective A (Post-Assessment III)		
IA1, IA3	_____	_____
Objective B (Post-Assessment II)		
IC	_____	_____
Objective C (Post-Assessment I, III)		
IA2, IB, ID	_____	_____
All Objectives		
IIA, IIB	_____	_____
Post-Assessment	_____	_____

REMEDIATION: State below your remediation tasks as decided in concert with your instructor.

_____ _____

MODULE CHECKLIST

NAME	DATE	INSTRUCTOR'S OK
Pre-Assessment	_____	_____
Learning Alternatives:		
Objective A (Post-Assessment I)		
IB, IC, ID, IIA, IIC, IID	_____	_____
Objective B (Post-Assessment II)		
IA, IIA	_____	_____
Objective C (Post-Assessment III)		
IB, IC, IE, IF, IIC, IID	_____	_____
Objective D (Post-Assessment IV)		
All Activities	_____	_____
All Objectives		
IIC, IID, IIE, IIF	_____	_____
Post-Assessment	_____	_____

REMEDIATION: State below your remediation tasks as decided in concert with your instructor.

_____ _____

MODULE CHECKLIST

NAME	DATE	INSTRUCTOR'S OK
Pre-Assessment	_____	_____
Learning Alternatives:		
Objective A (Post-Assessment I)		
IA	_____	_____
Objective B (Post-Assessment II, III, IV)		
IA, IB, IIA	_____	_____
Objective C (Post-Assessment V)		
IA, IB, IC, IIB	_____	_____
Objective D (Post-Assessment VI)		
IA, IB, IC, IIB	_____	_____
All Objectives		
IIC, IID	_____	_____
Post-Assessment	_____	_____

REMEDIATION: State below your remediation tasks as decided in concert with your instructor.

_____ _____

MODULE CHECKLIST

NAME	DATE	INSTRUCTOR'S OK
Pre-Assessment	_____	_____
Learning Alternatives:		
Objective A (Post-Assessment II)		
IA, IB, IIC	_____	_____
Objective B (Post-Assessment I)		
IB, IIA, IIC	_____	_____
Objective C (Post-Assessment III)		
IA, IC, IIB	_____	_____
Objective D (Post-Assessment IV)		
ID	_____	_____
All Objectives		
IID, IIE	_____	_____
Post-Assessment	_____	_____

REMEDIATION: State below your remediation tasks as decided in concert with your instructor.

_____ _____

TTP 001.07 (UHAR)

MODULE CHECKLIST

NAME	DATE	INSTRUCTOR'S OK
Pre-Assessment	_____	_____
Learning Alternatives:		
Objective A (Post-Assessment I)		
Overview, IIA, IIB	_____	_____
Objective B (Post-Assessment II)		
Overview, IA, IB, IC	_____	_____
Both Objectives		
IIC, IID	_____	_____
Post-Assessment	_____	_____

REMEDIATION: State below your remediation tasks as decided in concert with your instructor.

_____ _____

MODULE CHECKLIST

NAME	DATE	INSTRUCTOR'S OK
Pre-Assessment	_____	_____
Learning Alternatives:		
Objective A (Post-Assessment I)		
Overview, IIA	_____	_____
Objective B (Post-Assessment II)		
Overview, IIA	_____	_____
Objective C (Post-Assessment III)		
IB, IID	_____	_____
Objective D (Post-Assessment IV)		
IA, IC, ID, IIC, IID	_____	_____
All Objectives		
IIB, IIE	_____	_____
Post-Assessment	_____	_____

REMEDIATION: State below your remediation tasks as decided in concert with your instructor.

_____ _____

MODULE CHECKLIST

NAME	DATE	INSTRUCTOR'S OK
Pre-Assessment	_____	_____
Learning Alternatives:		
Objective A (Post-Assessment II)		
IA, IB1	_____	_____
Objective B (Post-Assessment III)		
IB1, IB3	_____	_____
Objective C (Post-Assessment I)		
IB2	_____	_____
Objective D (Post-Assessment IV)		
IC1, IC2, IC3, IC4, IC5	_____	_____
All Objectives		
IC6, IC7	_____	_____
Post-Assessment	_____	_____

REMEDIATION: State below your remediation tasks as decided in concert with your instructor.

_____ _____

MODULE CHECKLIST

NAME	DATE	INSTRUCTOR'S OK
Pre-Assessment	_____	_____
Learning Alternatives:		
Objective A (Post-Assessment I, II)		
IA	_____	_____
Objective B (Post-Assessment III)		
IB1a, IB2a, IB3a	_____	_____
Objective C (Post-Assessment IV)		
IB1b, IB2b, IB3b, IC	_____	_____
Objective D (Post-Assessment V)		
ID	_____	_____
Objective E (Post-Assessment VI)		
IE	_____	_____

REMEDIATION: State below your remediation tasks as decided in concert with your instructor.

_____ _____

MODULE CHECKLIST

NAME	DATE	INSTRUCTOR'S OK
Pre-Assessment	_____	_____
Learning Alternatives:		
Objective A (Post-Assessment I)		
IA, IB	_____	_____
Objective B (Post-Assessment II)		
IA1	_____	_____
Objective C (Post-Assessment IV)		
All Activities	_____	_____
Objective D (Post-Assessment III)		
IC1	_____	_____
All Objectives		
IC2, IC3	_____	_____
Post-Assessment	_____	_____

REMEDIATION: State below your remediation tasks as decided in concert with your instructor.

_____ _____

MODULE CHECKLIST

NAME	DATE	INSTRUCTOR'S OK
Pre-Assessment	_____	_____
Learning Alternatives:		
Objective A (Post-Assessment I)		
IA, IC, IF2	_____	_____
Objective B (Post-Assessment II)		
IB, IC, ID, IE	_____	_____
Objective C (Post-Assessment III)		
IF1	_____	_____
All Objectives		
IF3	_____	_____

REMEDIATION: State below your remediation as decided in concert with your instructor.

_____ _____

TTP 001.13 (UHAR)

MODULE CHECKLIST

NAME	DATE	INSTRUCTOR'S OK
Pre-Assessment	_____	_____
Learning Alternatives:		
Objective A (Post-Assessment I)		
IA, IB	_____	_____
Objective B (Post-Assessment II)		
IIA, IIB	_____	_____
Objective C (Post-Assessment III)		
IC	_____	_____
All Objectives		
ID, IIC, IID, IIE	_____	_____

REMEDIATION: State below your remediation tasks as decided in concert with your instructor.

_____ _____

TTP 001.14 (UHAR)

MODULE CHECKLIST

NAME	DATE	INSTRUCTOR'S OK
Pre-Assessment	_____	_____
Learning Alternatives		
Objective A (Post-Assessment III)		
IA, IB, ID, IIIC	_____	_____
Objective B (Post-Assessment I, II)		
IA, IB, IC, ID, IIA, IIB	_____	_____
Objective C (Post-Assessment IV)		
IIIA	_____	_____
All objectives		
IIIB, IIID	_____	_____
Post-Assessment	_____	_____

REMEDIATION: State below your remediation tasks as decided in concert with your instructor.

_____ _____

TTP 001.15 (UHAR)

MODULE CHECKLIST

NAME	DATE	INSTRUCTOR'S OK
Pre-Assessment	_____	_____
Learning Alternatives:		
Objective A		
IA, IB, IC, ID, IE, IF, II, IVD	_____	_____
Objective B		
IIIA, IIIB, IIIC, IIID, IIIE, IIIF,		
IVA, IVB, IVC, V	_____	_____
Both Objectives		
IVE, IVF	_____	_____

REMEDIATION: State below your remediation tasks as decided in concert with your instructor.

_____ _____

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ERRATA

001.01	p. 5, line 1	"I. Recommended"
	p. 5, lines 9 & 26	"Rowley"
	p. 6, line 8	"Rowley"
	p. 10, line 2	"Allen & Campbell, ed."
	line 10	"Rowley"
001.02	p. 5, line 1	"I. Recommended"
	p. 6, line 19	"grammar"?
	p. 12, line 22	"Allen & Campbell, eds."
	p. 14	Add: H. Design your own learning activity. I. Attend a seminar as scheduled by your module coordinator.
	p. 17, line 2	"Allen & Campbell, eds."
001.03	p. 5, line 1	"I. Recommended"
	p. 5, lines 8 & 13	"Allen & Campbell, eds."
	p. 9, line 2	"Allen & Campbell, eds."
001.04	p. 4, line 1	"I. Recommended"
	p. 4, line 22	"Allen & Campbell, eds."
	p. 5, line 13	"Allen & Campbell, eds."
	p. 8, line 2	"Allen & Campbell, eds."
001.05	p. 4, line 1	"I. Recommended"
	p. 15, line 5	"Allen & Campbell, eds."
	p. 15, line 10	"et al."
001.06	p. 6, line 1	"I. Recommended"
001.07	p. 2, line 7	"make"
	p. 14, line 24	"beisbol"
	p. 24, line 3	"college"
	p. 24, line 5	"San Juan"

001.08	p. 3, footnote #1	Teaching Foreign Language Skills
	p. 6, line 4	"jerkily"
	p. 10, line 1	"I. Recommended"
	p. 10, line 4	"Allen & Campbell, eds."
	p. 10, line 14	"Croft, ed."
	p. 12, line 14	"Allen & Campbell, eds."
	p. 14, line 2	"Allen & Campbell, eds."
	p. 14, line 7	"Croft, ed."
	p. 14, line 10	"Kehoe, ed."
001.09	Flowchart	"Rivers--Interaction"
	p. 8, line 4	"The Use of Rapid . . ."
001.10	P. 10, line 1	"Croft, ed."
001.11	p. 8, line 7 & 29	"Allen & Campbell, eds."
	p. 12, line 2	"Allen & Campbell, eds."
001.12	p. 4, line 4	"Allen & Campbell, eds."
	p. 8, line 2	"Allen & Campbell, eds."
	p. 8, line 19	"TESOL Quarterly"
001.13	p. 4, line 19	"Hindrance"
001.14	p. 4, line 7	"Slager's"
	p. 5	OMIT #IA
	p. 7	OMIT Cobb reference
001.15	p. 4, lines 10 & 16	"Allen & Campbell, eds."
	p. 5, lines 14 & 18	"Allen & Campbell, eds."
	p. 6, line 16	"Allen & Campbell, eds."
	p. 11, line 2	"Allen & Campbell, eds."